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ABSTRACT

An evaluation is provided of the staff development efforts of Reading Area Community College (RACC). First, introductory material explains the methods used to evaluate the work of RACC's Professional Support Committee, which included training seminars, conferences, and workshops. Next, three members of the Professional Support Committee provide brief evaluative commentaries on the appropriateness and effectiveness of staff development activity at the college, giving special focus to facilities, faculty training seminars, professional development awards for external conferences and workshops, "the Personalized Professional Development Plan," and faculty development projects. Next, the results of qualitative assessments of the staff development activities provided by the Professional Support Program are presented. Evaluations are presented for the Instructional Technology Laboratory, Professional Support Center, Instructional Media Production Laboratory, and the Coordinator of Curriculum Development. Finally, a summary assessment contains background on the Professional Support Program, the Professional Support Committee, and the development activities and their effects. Appendices include instruments for the program evaluations, an outline of the professional development award request procedures, and a "Professional Support Program Guidebook." The guidebook includes sections on primary support facilities, basic support service areas, the "Personalized Professional Development Plan," and sources of financial support. (AYC)

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TITLE III CURRICULUM ENRICHMENT ACTIVITY STAFF DEVELOPMENT EVALUATION REPORT FOR 1983-1984

Composed

by

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Coordinator of Curriculum Development

September, 1984

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Staff assistance and financial support for this project was provided through a Strengthening Program Grant (Title III of The Higher Education Act of 1965).

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INTRODUCTION

> The drunk is standing beneath a street lamp at night, searching for lost keys in the pool of light. A policeman asks him where he lost them. "Out there," says the drunk, gesturing vaguely into the darkness. "Then why are you looking here?" "Because the light is better," says the drunk.
>
> Joseph Weizenbaum, 1976

The central importance of educational evaluation is often eclipsed by its inadequacy. We live in a time which respects scientific precision and expert opinion--a time which excludes many important ways of making meaning in the rush to measure programs and people using statistically acceptable procedures. This Evaluation Report does not resolve that dilemma, but it has been organized to provide qualitative as well as quantitive dimensions to our initial evaluative efforts.

Faculty response to individual training seminars, conferences, and workshops has been formally solicited at the end of each of these sessions; these responses provide formative guidance to Professional Support Committee members throughout the year. Formal summative assessment of staff development activities has been obtained from those faculty responding to the four personnel and facility user evaluation surveys distributed to all full-time faculty members on June 1, 1984. Personal evaluative commentary from each Professional Support Committee member was also sought and is presented in the qualitative section of this report. Initial guidance was provided by the tabulated results of the Professional Development Needs Survey distributed to all full-time faculty in September of 1983. (See Appendix A.) Copies of all quantitative survey instruments are located in the appendices for your reference. (See Appendices B through E.)

The information contained in, and the issues raised by, this Evaluation Report will inform the thinking and guide the continuing work of the Professional Support Committee as it attempts to refine current staff development procedures and create new growth initiatives.

QUALITATIVE ASSESSMENT COMMENTARY

In many ways this section is the heart of the Evaluation Report, since faculty members of the Professional Support Committee (PSC) participate actively in the professional development decision-making process and represent faculty needs and concerns. On July 17, 1984, each PSC member was asked to provide brief written evaluative comment on the appropriateness and effectiveness of staff development activity throughout the past year. Committee members were also asked to reflect on the facilities, Faculty Training Seminars, Professional Development Awards for external conferences and workshops, the Personalized Professional Development Plan, Faculty Development Projects, and other activities presented on the PSP Chart. General comment on the Professional Support Committee as an effective means of planning and organizing staff development activities was also sought. The candid assessments of responding committee members are reproduced below; these provide a qualitative dimension to the overall assessment process.

Committee Member A

"Title III activities for the 1983-1984 academic year were multifaceted and growth-producing. The availability of money for summer projects and conference travel provided opportunities only rarely provided in recent years for the faculty. While the amount of paper work preceding and following funding for independent "study" or travel became excessive for those involved, the feeling that professional curiosity and growth were being encouraged helped rejuvenate many members of the faculty. The thought of tackling a new project, or of traveling to hear a research

authority, or of just moving beyond the tasks of daily teaching was exciting. A suggestion in granting the awards is to have financial information from divisions or grants available for the committee to consider. There has been some concern that "grant" employees already have access to travel and conference money and that having these individuals compete for limited dollars with other faculty members is not "fair." Another suggestion is to have someone available to evaluate time estimates for individuals tackling a project for the first time (especially those tackling a computer project). At least one faculty member went into a project "blind" about the amount of time needed to complete a Faculty Development Project.

"Equally stimulating was the involvement in division activities through Title III. The word processing "seminars" provided for the Humanities Division, for instance, not only exposed the individuals to a potentially useful activity for composition classes but also encouraged members of that division (several for the first time) to become familiar with computers in general. That exposure opened a whole new personal dimension for several division members.

"Another potentially strong result of Title III involvement was the establishment of the Professional Support Center. Although it was initially rarely used (or so it seems) by full-time faculty (I suspect this is more the result of the location of the Professional Support Center--a good three floors away from most faculty members' offices--than because the idea is not a good one.), the Professional Support Center has become more a part of faculty life at RACC. Individuals interested in workshop information, professional reading material, or just a quiet place to which to retreat, have begun to consider the Professional Support Center as an option. One suggestion might be to include more comfortable chairs in some sections of the room. Another suggestion is to consider establishing a professional work area (either in the PSC or in another area away from the mainstream of the College) in which a few faculty-only typewriters and similar equipment can be placed.

"The Professional Support Committee (while it is one in a series of ever-emerging "important committees") is a positive addition to the RACC roster of committees. While its goals are lofty, its meetings are long, and its paperwork defies description, the committee structure works. Rarely do committees accomplish so much during the year. Much of the success of this committee (whether it is involved with evaluating Professional Development Award Requests or working through rough drafts of the Personalized Professional Development Plan) comes from the rapport among committee members. There is a sense of respect and commitment among members that provides a give and take during meetings. Even more significant in creating rapport within the committee is the leadership of Dr. Neal Norris. The organization of the meetings is first-rate. Moreover, there is always an agenda, a quick follow-up with minutes of the meetings, and most importantly, a complete follow through by Dr. Norris on every kernel of an

idea proposed at a meeting. It is this sense of dedication by Dr. Norris which makes the work of the committee seem worthwhile. One aspect which would make the meetings run more smoothly is the consistent attendance of the Vice-President of Academic Affairs. Frequently, decisions of the committee must be deferred until information can be obtained from the administration. If members of the committee from the administration attended the meetings regularly, this delay in making some decisions might be avoided.

"Dr. Norris' commitment to the faculty does not end with his involvement with the Professional Support Committee. Dr. Norris is accessible to any faculty member who has an idea, a concern, a suggestion, or a request. He is willing to untangle the paperwork muddle which sometimes occurs when a faculty member is awaiting reimbursement for a project. He is equally willing to spend hours helping a faculty member move from a general idea to a specific proposal. Dr. Norris also takes the time to direct appropriate information about programs, projects, ideas, research, etc., to the appropriate faculty members. Sometimes this information provides just the right impetus for those who don't quite have the ambition to follow through on an idea on their own. After all, if the Coordinator of Curriculum Development (Dr. Norris) takes the time to send information and/or an encouraging note, the faculty member can't help but be motivated."

Committee Member B

"In my opinion, the Professional Development Program has provided a great service to the faculty of Reading Area Community College. The quality of the leadership of the program under Neal Norris has been of the highest degree. The Professional Support Committee, of which I am a member, has been one of the more productive committees I have been assigned to. We have functioned in a timely and beneficial manner to the faculty of RACC.

"Staff workshops have generally been very informative and presented in a well organized fashion. I would suggest continued workshops in CAI to keep faculty up to date with new computer innovations.

"The summer projects completed last year proved to be very worthwhile to the college as a whole. The continued funding of faculty to expand their projects is to be commended. I would hope to see continued funding of summer projects once Title III monies are exhausted.

"Synergy is a very interesting newsletter. More faculty participation is needed to broaden its scope.

"The Instructional Media Production Lab was, in my opinion, a failure. I was hesitant to rely on Calvin Tate for any urgent production requests. He did not make himself easily available to the faculty.

"The Instructional Technology Lab has great potential for the faculty. As more faculty become comfortable with the computers, they will integrate them into their classrooms. I would suggest workshops with the microcomputers for adjunct instructors. Most adjuncts are not aware of our computer laboratory.

"The Professional Support Center is becoming a very nice resource for faculty as to education innovations and self-development opportunities. I have not used the facility as much as I would like to and hope to change this next year while I am on sabbatical leave.

"The December 13th, All College Day, was an overall worthwhile experience. The morning speaker was more effective than the afternoon speaker. Lunch was well organized and enjoyable. In summary, I would like to commend Neal Norris and his staff for the fine job they have done with the Professional Support Program.

Committee Member C

The following is a listing of strengths and weaknesses of the Professional Support Program at RACC.

Strengths

1. Staff development and program development opportunities have increased in number and hopefully in quality.

2. College and grant monies have made reimbursement to faculty possible for properly documented projects.

3. The number and quality of workshops for faculty and staff have increased.

4. Membership in The Delaware Valley Faculty Exchange and other fellowship opportunities are outstanding experiences which should improve our faculty.

5. Synergy newsletter.

6. The hiring of a Production Specialist to produce instructional media should improve faculty classroom performance.

7. Dr. Norris, acting as clearinghouse for professional support materials, has done an excellent job.

8. The RACC Personalized Professional Development Plan.

Weaknesses

1. Failure to get support from the President to join the National Institute of Staff and Organizational Development (NISOD).

2. Inability by the committee to appropriate Title III funds in September for many October conventions and workshops.

QUANTITATIVE ASSESSMENT RESULTS

Formal quantitative assessment has been conducted throughout the year. Formative assessment occurs at the end of each internal or external conference, seminar, site visit, training session, or workshop. These Title III Evaluation Forms and their tabulated results are provided in a separate documentation packet.

Summative quantitative assessment information concerning staff development activities provided by the Professional Support Program of the Curriculum Enrichment Activity is compiled through the administration of four instruments. (See Appendices B through E.) These four instruments were distributed to the twenty-nine (29) full-time faculty of the College. Though only five (5) faculty completed and returned these evaluations, the tabulated responses do provide some indication of faculty feeling. No statistical validity can be attached to these instruments, however, since only 16.67% of the full-time faculty completed and returned them.

Instructional Technology Laboratory

The Instructional Technology Lab did not play a significant role in the instructional planning and delivery of most respondents.

Sixty percent (60%) indicated no awareness of the Lab's existence; and eighty percent (80%) said they had never used the Chatsworth Optical Scanning Machine to score tests.

Greater interest (60%) was shown concerning the use of the Apple IIe microcomputers, printer, and computer software catalogues. Only one (1) respondent had moved from catalogue browsing to software previewing. Again, eighty percent (80%) had not yet incorporated

instructional software into their course work as either a supplemental or integral learning resource. Forty percent (40%) indicated that the Instructional Technology Lab was a valuable facility of the Professional Support Program, while sixty percent (60%) remained uncertain. None of the respondents suggested ways the Lab could become a more valuable professional resource. (See Appendix B.)

Professional Support Center

In contrast to the Instructional Technology Lab, all respondents were aware of the existence and precise location of the Professional Support Center (PSC). Eighty percent (80%) used the PSC at least occasionally and one person used it at least once per week. Forty percent (40%) used the Center for professional reading; forty percent (40%) used it for committee meetings; and twenty percent (20%) used it for socializing and relaxing. At least sixty percent (60%) of responding faculty indicated that fellowship opportunities, professional development opportunities, books, journals, magazines, newsletters, PSC handouts, article files, The Chronicle of Higher Education, film catalogues, and the film previewer were of great or considerable value in their work. A majority of the respondents (at least 60%) found the graduate educational opportunities, career opportunities, free materials, Wall Calendar Planner, curricular resources, instructional materials, publications catalogues, and satellite television of little or no value. Overall, eighty percent (80%) thought the PSC was a valuable facility of the Professional Support Program. Again, no suggestions were offered on ways to improve the value of the Center. (See Appendix C.)

Instructional Media Production Laboratory

Most responding faculty were also aware of the existence and location of the Instructional Media Production Lab (IMPL). Forty percent (40%) stated they used the instructional materials preparation services of the Lab at least occasionally, while sixty percent (60%) indicated no use of the Lab. Very great value (100%) was assigned to the use of dittos in current teaching efforts. Interestingly, a majority of responding faculty (at least 60%) assigned little or no value to transparencies, diagrams, charts, dry-mounted materials, and color and black and white slides and prints. Sixty percent (60%) felt audio and video-taping were of considerable value to their present teaching efforts. Eighty percent (80%) of responding faculty were uncertain of the overall value of the Lab as a facility of the Professional Support Program. No ways of improving the Lab were offered. (See Appendix D.)

Coordinator of Curriculum Dvelopment

The four (4) faculty members who completed and returned the Coordinator of Curriculum Development Assessment Form indicated little or no improvement was needed in the fifty stated skills and characteristics considered important to this position.

The final three evaluative questions and the written responses appear below.

51. What do you consider to be the major professional and personal strengths of the Coordinator of Curriculum Development?

> He is knowledgable, professional, and communicates well with people. He shows a sincere desire to be helpful and supportive.

The knowledge he brings to RACC related to curriculum development. Motivation, personality, and the interest to improve others, professionally.

Desire to do your best. Personality, friendliness, ability to relate to others easily. Excellent theoretical knowledge.

52. What do you consider to be the major professional and personal weaknesses of the Coordinator of Curriculum Development?

None.

None.

Use of a lot of "red tape." Too much emphasis on educational theory where common sense would suffice and work much easier.

53. What activities do you believe the Coordinator of Curriculum Development could initiate to improve the overall effectiveness of the Professional Support Program?

None.

Address his concerns to all the faculty in a group session.

I really think that a lot of your efforts are wasted due to circumstances beyond your control. Most efforts should be placed on developing a more cohesive faculty and improving overall attitudes throughout RACC. This would atuomatically improve the effectiveness of the PSP.

SUMMARY ASSESSMENT

During the past two project years several important steps were taken to create a comprehensive Professional Support Program for our academic faculty and professional staff. A Professional Support Committee (PSC) composed of five faculty and four administrative staff members was organized to assist in creating and maintaining this program. The on-going purpose of the Professional Support

Committee is to "enrich the capacities of the academic faculty and professional staff to create high quality, future-oriented educational programs that include significant learning opportunities for students."

The Professional Support Committee has planned, developed, initiated, and evaluated activities in four support service areas: curriculum, instruction, professional development, and program devlopment. A Professional Support Center, an Instructional Media Production Laboratory, and an Instructional Technology Laboratory have been established to provide a physical setting for these activities. Apple microcomputers, a Corvus Hard Disk System, and related instructional equipment have been purchased for the Instructional Technology Lab; several hundred professional books and journals have been purchased for the Professional Support Center; and appropriate instructional media supplies have been purchased for the Instructional Media Production Lab. A Coordinator of Curriculum Development, an Instructional Media Production Specialist, and a Curriculum Enrichment Activity Secretary have been hired to staff the program.

Direct instructional support services have been delivered in numerous forms, including audio- and video-recording, dry-mounted materials, photographs, color slides, charts, graphs, transparencies, graphic designs, computer software, and ditto duplication.

Professional assistance to faculty in the areas of curricular research, planning, development, and evaluation is provided by the Coordinators of Curriculum Development and Institutional Research. Faculty Development Projects, nine of which have been funded in the past two years, also serve as an effective means of curricular enrichment.

Direct consultation with individual faculty members concerning specific areas of concern or need provides another important avenue for communication and growth.

Professional Development Services has grown rapidly and provides opportunities for growth along three parallel yet interrelated activity streams: individual, divisional, and faculty-wide. All College Day activities have become the locus of faculty-wide professional development opportunities. Recent All College Days have included workshop sessions on time and stress management, personal financial planning, and learning and teaching styles.

Divisional and individual approaches to professional development have also been devised. Internal Faculty Training Seminars, concentrating heavily in the area of instructional applications of computers, have generated a continuing interest among involved faculty. The Professional Support Committee has initiated a series of Professional Development Awards to assist individuals and whole divisions in their efforts to remain at the cutting edge in their content area. (See Appendix F.) These awards provide financial assistance to participate in local, regional, and national conferences and workshops. They also assist faculty who visit sister community and junior colleges to obtain a working conception of exemplary program options that could be introduced into the Reading Area Community College curriculum. Financial support of faculty participation in the Delaware Valley Faculty Exchange (DVFEX) at the University of Pennsylvania has prompted significant attendance at Exchange workshops in both the sciences and the humanities.

Individual growth is nurtured in many ways as the latest fellowship, graduate educational, and career-related opportunities are posted in the

Professional Support Center. Several faculty have already pursued these opportunities to fulfill personal needs or satisfy professional requirements for continued certification and licensure. The Curriculum Enrichment Office has served as a clearinghouse for professional development opportunities and has routed pertinent information (e.g., audio-tapes, article reprints, brochures, and preview texts) to appropriate academic faculty and professional staff.

An exciting new approach to individual growth has been developed during the past half-year and will be initiated this fall. The Personalized Professional Development Plan was created as an individual means of enriching personal and professional capacities to teach our students effectively. The Plan will assist participating faculty in assessing previous accomplishments, determining current interests and needs, and achieving future aspirations. Few such personalized approaches to professionals development exist currently within the higher educational community. As such, the Plan represents a significant departure from traditional avenues of faculty development, the potential benefits of which are very promising.

Synergy was also created to provide a faculty-wide forum for communicating information, sharing ideas, and stimulating thought about professional support activities and fundamental educational concerns. Four quarterly issues have been published and support for the newsletter is growing.

In addition to existing Professional Support activities, several new projects will be proposed in the coming months. These include local faculty collaboratives organized in specific content areas, including teachers of all grades, kindergarten through college. This

may likely result from initial meetings among area higher education faculty convened as a Greater Reading Area Faculty Forum. Among other options, this group will consider adopting Academic Alliance approaches initiated at the University of Pennsylvania.

Now that we have an evaluated sense of where we have been and where we might wish to go, we must decide how best to get there. As community college educators that will be determined, to a significant degree, by how completely we share a common vision of our purpose and how committed we are to nurturing the creative capacities in ourselves and our students.

Appendix A:
Title III Curriculum Enrichment Activity
Professional Development Needs Survey

Dr. Neal Norris 9-83

READING AREA COMMUNITY COLLEGE
TITLE III CURRICULUM ENRICHMENT ACTIVITY
PROFESSIONAL DEVELOPMENT SURVEY OF NEEDS

NAME: _____ DATE: _____

POSITION: _____ YEARS IN POSITION: _____

DIVISION: _____

Section One

Purpose: The purpose of this survey of needs is to provide an effective way for you as a faculty member of the College to participate directly in the planning and developing of the Professional Development Institute Series and the Faculty Training Seminars for the 1983-1984 Academic Year. (As such, this survey addresses specific topics related to these institutes and seminars and is not intended as a comprehensive survey of your professional development needs.) The questions in this section focus on possible institute and seminar topic areas for the coming academic year. The list of potential topics is divided into four (4) categories: (1) General Title III Topics, (2) Process Skill Topics, (3) Procedural Skill Topics, and (4) Information Acquisition Topics. You will be asked to indicate the degree of your preference for the topics appearing in each category. You will also have an opportunity to list important topics of your own that may not have been included in any category. Finally, you wil have an opportunity to rank, in order of overall preference, the five topics you believe should comprise the final list of topics from which this year's institutes and seminars will be developed.

Part A: General Title III Topics

Instructions: Please indicate the degree of your felt need for each of the topics listed below by drawing a circle around the number (1 = little need, 4 = great need) that best matches the strength of that need.

		Little Need			Great Need
1.	Learning Styles	1	2	3	4
2.	Teaching Styles	1	2	3	4
3.	Computer Literacy	1	2	3	4
4.	Computer Assisted Instruction (CAI)	1	2	3	4
5.	Computer Managed Instruction (CMI).	1	2	3	4
6.	Instructional Design Skills	1	2	3	4
7.	Alternative Methods of Instruction.	1	2	3	4
8.	Integration of Basic Skills into Academic Courses and Programs	1	2	3	4

Part A: Cont'd

		Little Need			Great Need
9.	Instructional Applications of Television .	1	2	3	4
10.	High Technology Programming.	1	2	3	4
11.	Video-Taping Techniques.	1	2	3	4

Part B: Process Skill Topics

Instructions: Please indicate the degree of your felt need for each of the topics listed below by drawing a circle around the number (1 = little need, 4 = great need) that best matches the strength of that need.

		Little Need			Great Need
12.	Understanding Standardized Test Results . .	1	2	3	4
13.	Using Testing to Improve Student Performance.	1	2	3	4
14.	Criterion-Referenced Testing to Promote Better Student Evaluation.	1	2	3	4
15.	Developing Effective Instructional Evaluation Methods	1	2	3	4
16.	Clinical Ecology and the Development of Effective Classroom Environment. . . .	1	2	3	4
17.	Managing Job-Related Stress Effectively . .	1	2	3	4
18.	Counseling Skills for Faculty Members . . .	1	2	3	4

Part C: Procedural Skill Topics

Instructions: Please indicate the degree of your felt need for each of the topics listed below by drawing a circle around the number (1 = little need, 4 = great need) that best matches the strength of that need.

		Little Need			Great Need
19.	New Program Planning and Marketing Procedures.	1	2	3	4
20.	Developing Better Communication Between the College and Community	1	2	3	4
21.	Large Group Leadership Skills.	1	2	3	4
22.	Small Group Leadership Skills.	1	2	3	4
23.	Conflict Management Techniques	1	2	3	4

Part L: Information Aquisition Topics

Instructions: Please indicate the degree of your felt need for each of the topics listed below by drawing a circle around the number (1 = little need, 4 = great need) that best matches the strength of that need.

		Little Need			Great Need
24.	How to Write Student Learning Guides . . .	1	2	3	4
25.	Mastery Learning	1	2	3	4
26.	Teacher and School Effectiveness	1	2	3	4
27.	Selecting Leadership Styles for Instructional Improvement	1	2	3	4
28.	Transactional Analysis (TA).	1	2	3	4
29.	Writing Across the Curriculum.	1	2	3	4
30.	Classroom Management Methods	1	2	3	4
31.	Curriculum-Managing Techniques	1	2	3	4
32.	Creative Problem-Solving Techniques. . . .	1	2	3	4
33.	Instructional Implications of Philosophies of Education	1	2	3	4
34.	Future-Oriented Educational Programming. .	1	2	3	4
35.	Competency Based Curricular Development. .	1	2	3	4
36.	Pedagogical Implications of the Chief Psycholgies of Learning	1	2	3	4
37.	Effective Techniques for Personalizing Instruction	1	2	3	4
38.	Language, Evolution of Consciousness and the Recovery of Human Meaning . .	1	2	3	4
39.	The Meaning of Andragogy for the Community College Educator.	1	2	3	4
40.	The Pedagogical Implications of Human Development	1	2	3	4
41.	Female Learners: Addressing the Instructional Needs and Learning Styles of Women.	1	2	3	4
42.	Values Clarification Techniques in the Classroom	1	2	3	4
43.	The Future-Imagining Capacity and Human Choice: Implications for Educators .	1	2	3	4
44.	Research Update on Theories of Moral Development	1	2	3	4
45.	Incorporation of Multicultural Values and Beliefs into Instructional Planning .	1	2	3	4
46.	Educational Implications of Cognitive-Developmental Research.	1	2	3	4
47.	Educational Implications of Recent Brain Research.	1	2	3	4

Part E:

Instructions: Please indicate below other topic areas in which you believe you and your colleagues would have a strong need or interest.

1. _____
2. _____
3. _____
4. _____
5. _____

Part F:

Instructions: Please reflect for a moment and then rank, in order of need, the five (5) most important topics you believe should be addressed by the proposed Professional Development Institutes and Faculty Training Seminars.

1. _____
2. _____
3. _____
4. _____
5. _____

Part G:

Instructions: The following question requires a moment's reflection and a brief written response.

Of all the In-Service Programs you have attended throughout your professional career, could you briefly explain why you believe certain programs have had a long-lasting impact upon your professional work, while others have had very little lasting impact?

_____

_____

_____

_____

_____

APPENDIX B:
INSTRUCTIONAL TECHNOLOGY LABORATORY (ITL)
USER EVALUATION SURVEY

INSTRUCTIONAL TECHNOLOGY LABORATORY (ITL)
USER EVALUATION SURVEY

1. I am aware RACC has an Instructional Technology Laboratory.

   A. YES (2) B. NO (3) C. UNCERTAIN

2. I am aware of the precise location of the Instructional Technology Lab.

   A. YES (2) B. NO (3) C. UNCERTAIN

3.. I use the Chatsworth Test Scoring Machine:

   A. Two or more times per week.

   B. Once per week. (1)

   C. Two or more times per month.

   D. Occasionally.

   E. Never. (4)

4. I use the faculty and staff Apple IIe microcomputer and printer:

   A. Two or more times per week.

   B. Once per week.

   C. Two or three times per month.

   D. Occasionally. (3)

   E. Never. (2)

5. I use the computer software catalogues:

   A. Two or more times per week.

   B. Once per week.

   C. Two or three times per month.

   D. Occasionally. (2)

   E. Never. (3)

- PLEASE CONTINUE ON NEXT PAGE -

6. I preview computer software:

   A. Two or more times per week.

   B. Once per week.

   C. Two or three times per month.

   D. Occasionally. (1)

   E. Never. (4)

7. I have incorporated instructional software into one or more of my courses as a supplemental learning resource (remedial, diagnostic, enrichment).

   A. YES (1) B. NO (4) C. UNCERTAIN

8. Students in one or more of my courses regularly use intructional software as an integral part of their coursework.

   A. YES (1) B. NO (4) C. UNCERTAIN

9. Overall, the Instructional Technology Laboratory has been a valuable facility of the Professional Support Program.

   A. YES (2) B. NO C. UNCERTAIN (3)

10. Please suggest ways the Instructional Technology Laboratory could become a more valuable professional resource.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

- THANK YOU

Appendix C:
The Professional Support Center (PSC)
User Evaluation Survey

THE PROFESSIONAL SUPPORT CENTER (PSC)
USER EVALUATION SURVEY

1. I am aware RACC has a Professional Support Center.

   A. YES (5) B. NO C. UNCERTAIN

2. I am aware of the precise location of the Professional Support Center.

   A. YES (5) B. NO C. UNCERTAIN

3. I use the Professional Support Center:

   A. Two or more times per week.

   B. One time per week. (1)

   C. Two or three times per month. (1)

   D. Occasionally. (2)

   E. Never. (1)

4. If I use the Professional Support Center, I use it most often for purposes of:

   A. Instructional planning.

   B. Grading papers and tests.

   C. Committee meetings. (2)

   D. Socializing/relaxing. (1)

   E. Professional reading. (2)

   F. Previewing instructional materials (i.e., films, articles, satellite T.V. broadcasts).

   G. Graduate study.

Listed below are the general categories of resources available in the PSC. Please indicate the present value of each of these resources to you, even if you have not yet used the available resources.

		Great Value	Considerable Value	Little Value	No Value
5.	Graduate Education Opportunities	A (1)	B (1)	C (2)	D (1)
6.	Career Opportunities	A	B (2)	C (1)	D (2)
7.	Fellowship Opportunities	A	B (3)	C	D (2)

- PLEASE CONTINUE ON NEXT PAGE -

		Great Value	Considerable Value	Little Value	No Value
8.	Professional Development Opportunities	A (2)	B (1)	C (1)	D (1)
9.	Books	A (1)	B (2)	C (1)	D (1)
10.	Journals	A	B (4)	C	D (1)
11.	Magazines	A	B (3)	C (1)	D (1)
12.	Newsletters	A	B (3)	C (1)	D (1)
13.	PSC Handouts	A (1)	B (2)	C (1)	D (1)
14.	Article Files	A	B (3)	C	D (2)
15.	Free Materials	A (1)	B (1)	C (1)	D (2)
16.	The Wall Calendar Planner	A	B (1)	C (2)	D (2)
17.	Curricular Resources	A (1)	B (2)	C (1)	D (1)
18.	THE CHRONICLE OF HIGHER EDUCATION	A	B (4)	C	D (1)
19.	Film Catalogues	A (1)	B (2)	C (1)	D (1)
20.	Instructional Materials	A	B (2)	C (1)	D (2)
21.	Publications Catalogues	A	B (2)	C (2)	D (1)
22.	Satellite Television	A	B (1)	C (3)	D (1)
23.	Film Previewer	A (1)	B (2)	C (1)	D (1)

24. Overall, the PSC has been a valuable facility of the Professional Support Program.

A. YES (4) B. NO (1) C. UNCERTAIN

25. Please suggest ways in which the Professional Support Center could become a more valuable professional resource. (Please use the back of this sheet if necessary.)

_____

_____

_____

_____

_____

- THANK YOU -

Appendix D:
Instructional Media Production Laboratory (IMPL)
User Evaluation Survey

INSTRUCTIONAL MEDIA PRODUCTION LABORATORY (IMPL)
USER EVALUATION SURVEY

1. I am aware RACC has an Instructional Media Production Laboratory (distinct from Graphics Production Services).

   A. YES (4) B. NO (1) C. UNCERTAIN

2. I am aware of the precise location of the IMPL.

   A. YES (3) B. NO (2) C. UNCERTAIN

3. I use the instructional materials preparatior services available through the IMPL:

   A. Two or more times per week.

   B. Once per week.

   C. Two or three times per month. (1)

   D. Occasionally. (1)

   E. Never. (3)

Listed below are the instructional materials production services currently provided by the IMPL. Please indicate the present value of each of these services to your teaching efforts:

		Great Value	Considerable Value	Little Value	No Value
4.	Transparencies	A (1)	B (1)	C (1)	D (2)
5.	Diagrams	A	B (1)	C (1)	D (3)
6.	Charts	A	B (1)	C (1)	D (3)
7.	Dittos	A (4)	B (1)	C	D
8.	Dry Mounting	A	B (1)	C (2)	D (2)
9.	Color Slides	A	B (1)	C (1)	D (3)
10.	Color Prints	A	B (1)	C (1)	D (3)
11.	Black and White Prints	A	B (1)	C (1)	D (3)
12.	Video-taping	A (1)	B (2)	C (1)	D (1)
13.	Audio-taping	A (1)	B (2)	C	D (2)

- PLEASE CONTINUE ON NEXT PAGE -

14. Overall, the Instructional Media Production Laboratory has been a valuable facility of the Professional Support Program:

A. YES (1) B. NO C. UNCERTAIN (4)

15. Please rank (in numerical order of importance to your present instructional program) the categories of instructional materials listed below:

9	Transparencies
10	Diagrams
11	Charts
7	Dittos
15	Dry-mounted visual aids
16	Slide presentations
17	Photographs
18	Video-taped materials
2	Audio-taped materials
19	Sound recordings
12	Films
1	Books
3	Journals
4	Handout materials
6	Readings
20	Selected bibliographies
14	Computer-assisted instructional materials
8	Simulations
13	Games
5	Role plays

16. Please indicate three instructional materials categories you do not currently use but about which you would like to learn.

1. _____

2. _____

3. _____

- PLEASE CONTINUE ON NEXT PAGE -

17. Please suggest ways in which the Instructional Media Production Laboratory could become a more valuable professional resource:

- THANK YOU -

APPENDIX E:
COORDINATOR OF CURRICULUM DEVELOPMENT
ASSESSMENT FORM

COORDINATOR OF CURRICULUM DEVELOPMENT

ASSESSMENT FORM

The purpose of this assessment is to provide an opportunity for you to express your judgment concerning the demonstrated professional abilities and capacities of the Coordinator of Curriculum Development. The results of this assessment will inform the thinking and guide the ongoing professional development of the Coordinator. It is not necessary to place your name on the form; however, it would be helpful if you could indicate your divisional affiliation and date.

NAME (Optional): _____

DIVISION: _____ DATE: _____

Listed below are fifty statements often used to describe specific skills or characteristics of a person responsible for curricular and professional development activities. Please indicate the extent to which you think the Coordinator of Curriculum Development needs improvement in the listed areas. Indicate your answer to each statement by filling in the lettered box on your answer card corresponding to your answer. Please use a Number 2 lead pencil when completing your answer card.

A = No Improvement Needed B = Little Improvement Needed C = Considerable Improvement Needed D = Not a Necessary Skill

Skill/Characteristic	No Improvement Needed	Little Improvement Needed	Considerable Improvement Needed	Not a Necessary Skill
1. Coordinating and managing the efforts of other involved personnel.	A	B	C	D
2. Practicing effective interpersonal relations with individuals and groups.	A	B	C	D
3. Integrating a diverse set of activities into an organized whole.	A	B	C	D
4. Articulating the philosophical and theoretical bases of staff and program development.	A	B	C	D
5. Communicating effectively both orally and in writing with a style appropriate to the audience and purpose.	A	B	C	D

Skill/Characteristic	No Improvement Needed	Little Improvement Needed	Considerable Improvement Needed	Not a Necessary Skill
6. Making appropriate decisions.	A	B	C	D
7. Developing and implementing formal and informal formative and summative evaluations of Professional Support Program workshops and services of the program.	A	B	C	D
8. Coordinating and monitoring all aspects of the Professional Support Program to insure a smooth and effective operation.	A	B	C	D
9. Practicing effective interpersonal relations with individuals and groups.	A	B	C	D
10. Developing and conducting the appropriate type of needs assessment to identify staff and program development needs.	A	B	C	D
11. Employing a variety of sources from which to receive information relevant to Professional Support Program goals, priorities, and performance.	A	B	C	D
12. Planning and developing a variety of information resources for the Professional Support Program.	A	B	C	D
13. Communicating orally and in writing the services and results of the Professional Support Program.	A	B	C	D
14. Communicating status of Professional Support Program funds and resources when appropriate.	A	B	C	D
15. Serving as a resource consultant to faculty engaged in the curriculum/program/course development process.	A	B	C	D
16. Communicating with others both orally and in writing regarding program or curricular issues.	A	B	C	D

Skill/Characteristic	No Improvement Needed	Little Improvement Needed	Considerable Improvement Needed	Not a Necessary Skill
17. Applying appropriate educational theories to development efforts.	A	B	C	D
18. Assisting faculty to select, adapt, or develop instructional materials for a given set of instructional objectives and student learning needs.	A	B	C	D
19. Planning sessions or workshops based on ordered needs that are in congruence with the mission and goals of the Professional Support Program.	A	B	C	D
20. Designing workshop sessions that enable participants to meet the workshop objectives or develop specific competencies.	A	B	C	D
21. Identifying, developing, and selecting appropriate human and material resources for the Professional Support Program.	A	B	C	D
22. Locating proper physical facilities and making the necessary arrangements for their use.	A	B	C	D
23. Communicating with constituents on training opportunities.	A	B	C	D
24. Organizing workshop content into a coherent, logical sequence.	A	B	C	D
25. Organizing workshops so that objectives can be met within the given time constraints.	A	B	C	D
26. Designing and conducting appropriate evaluation and followup measures.	A	B	C	D
27. Locating or developing off-campus training opportunities that address identified needs.	A	B	C	D

Skill/Characteristic	No Improvement Needed	Little Improvement Needed	Considerable Improvement Needed	Not a Necessary Skill
28. Publicizing training opportunities.	A	B	C	D
29. Managing the travel budget.	A	B	C	D
30. Developing and maintaining systems including selection criteria and evaluation measures by which faculty and staff may apply for and attend professional development opportunities.	A	B	C	D
31. Designing and conducting appropriate evaluation and followup measures.	A	B	C	D
32. Assisting others in the identification and clarification of specific issues or problems.	A	B	C	D
33. Assisting others in the development of short or long range goals, specific objectives, and action plans.	A	B	C	D
34. Communicating accurate information to those in need of such information.	A	B	C	D
35. Facilitating small group and individual activities toward problem solving.	A	B	C	D
36. Using processes, techniques, and strategies appropriate to the client(s) and identified task.	A	B	C	D
37. Functioning in an ethical manner.	A	B	C	D
38. Assisting the college or unit in identifying problems interfering with its effectiveness.	A	B	C	D
39. Assisting the college or unit in analyzing data, identifying priorities, and engaging in action planning activities.	A	B	C	D

Skill/Characteristic	No Improvement Needed	Little Improvement Needed	Considerable Improvement Needed	Not a Necessary Skill
40. Assisting the college or unit in implementing, testing, and refining its plans.	A	B	C	D
41. Using appropriate strategies from the fields of applied behavioral science and organizational development in one or more of the following areas: team building, conflict management, reorganization planning, survey feedback techniques, diagnostic workshops, training efforts, managing group processes, or managing change or renewal.	A	B	C	D
42. Synthesizing ideas both orally and in writing.	A	B	C	D
43. Assisting individuals to identify their professional development needs.	A	B	C	D
44. Assisting individuals in developing professional growth plans along career paths and plans within the college.	A	B	C	D
45. Identifying, coordinating, and conducting appropriate training sessions that will prepare individuals to meet their identified needs.	A	B	C	D
46. Assisting individuals in developing specified skills and competencies.	A	B	C	D
47. Applying appropriate principles from educational psychology and human growth and development in reviewing or planning for specific teacher-learner interactions.	A	B	C	D
48. Using effective observation, interview, and feedback techniques to assist faculty in improving their teaching effectiveness.	A	B	C	D

iveness.

Skill/Characteristic	No Improvement Needed	Little Improvement Needed	Considerable Improvement Needed	Not a Necessary Skill
49. Locating and disseminating relevant materials and resources.	A	B	C	D
50. Assisting faculty in planning a process for change and evaluating the results.	A	B	C	D

The following three questions require a considered written response. Please provide your candid assessment of the Coordinator's strengths and weaknesses in light of your individual professional needs as well as perceived needs of the college as an institution of higher education.

51. What do you consider to be the major professional and personal strengths of the Coordinator of Curriculum Development?

52. What do you consider to be the major professional and personal weaknesses of the Coordinator of Curriculum Development?

53. What activities do you believe the Coordinator of Curriculum Development could initiate to improve the overall effectiveness of the Professional Support Program?

THANK YOU!

Appendix F:
Professional Development Award
Request Procedures

TO: All Full-Time and Part-Time Faculty Members

FROM: Dr. Neal Norris, Coordinator of Curriculum Development

DATE: October 27, 1983

RE: Interim Professional Development Award Request Procedures

A Professional Development Award Request Procedures Packet is being drafted for your use. This year, we will be following the Professional Development Award Request procedures outlined below until these packets are reviewed and revised by the Professional Support Committee and printed for distribution.

Information concerning local, regional, national, and global professional development opportunities arrives in my office daily. Many faculty and staff members also forward conference and workshop announcements to me. These are reviewed each week and a selected number are published in "This Week at RACC". Soon this information will also be displayed in the Professional Support Center (located in Room 220) and published in periodic Professional Development Newsletters.

Members of the faculty who wish to initiate a request for a Professional Development Award should contact me directly via telephone, at extension 266, memorandum, or in person in Room 319C, to discuss your idea. Next you need to complete and return to me these items:

1. One reproducible copy of the conference, workshop, symposium, training session brochure or other descriptive material.

2. A brief cover memorandum indicating:

   a. Your professional reasons for wishing to receive the requested Professional Development Award.

   b. Anticipated professional benefits to both you and the college that may result from receipt at the requested Professional Development Award; and

   c. An itemized budget, specifying:

      (1) Travel (at .22¢/mile)

      (2) Per Diem (Room and Board)

      (3) Registration Fees

      (4) Total Amount Requested

All Full-Time and Part-Time Faculty Members
Dr. Neal Norris, Coordinator of Curriculum Development
October 27, 1983
Interim Professional Development Award Request Procedures

Upon receipt of these materials, your request for a Professional Development Award will be thoroughly reviewed at the next regularly scheduled meeting of the Professional Support Committee. Careful consideration will be given to your particular professional needs, as well as those of your division and the college, in light of available Title III Curriculum Enrichment Activity funds.

The decision of the Professional Support Committee will be conveyed to you by memorandum. The committee will likely decide:

1. To fund the submitted award request at the requested level.

2. To offer partial funding.

3. To reject the award request as inappropriate.

4. To request additional specific information or explanation upon which to base a decision.

We hope to provide at least partial funding for as many faculty members as possible.

If you are granted a partial or full Professional Development Award, you should:

1. Schedule a brief meeting with me to complete appropriate Title III and in-house Travel Expense forms.

2. Forward a memorandum to the Professional Support Committee in care of the Coordinator of Curriculum Development. This memorandum should acknowledge receipt of their decision, verify the Professional Development Award amount, and indicate your intention to accept (or reject) the Award and to pursue the opportunity as indicated in your original request.

Upon completion of your Award Project, you will be asked to:

1. Complete appropriate Title III and internal evaluation forms.

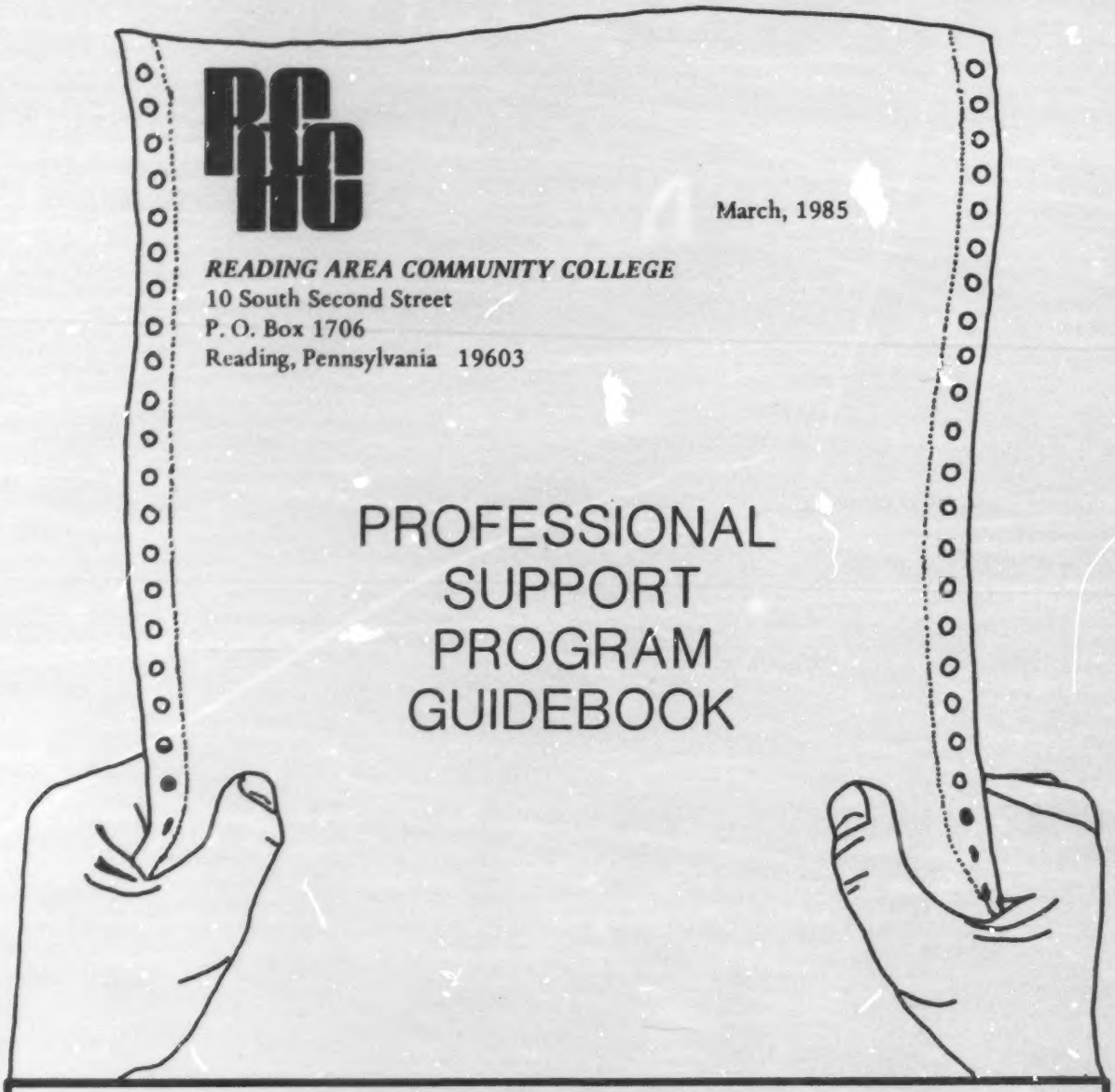
2. Provide a packet of materials obtained at the conference, workshop, training session, etc., to the Coordinator of Curriculum Development.

These materials will be placed in the Professional Support Center for display and use by interested colleagues.

Please contact me should you have any questions or suggestions related to these interim procedures, and thanks for your cooperation.

NN/law

Appendix G:
Professional Support Program
Guidebook



March, 1985

READING AREA COMMUNITY COLLEGE
10 South Second Street
P. O. Box 1706
Reading, Pennsylvania 19603

PROFESSIONAL SUPPORT PROGRAM GUIDEBOOK

Created
By

THE PROFESSIONAL SUPPORT COMMITTEE

Staff assistance and financial support for this project
was provided through a Strengthening Program Grant
(Title III of the Higher Education Act of 1965)

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SECTION A: INTRODUCTION

I want to change the world. I may not be able to do that by teaching, but it is my chance to become part of a process in which people learn that they do not have to accept the world as it is, that their futures are not given, and that there are things we can all do to make the world better. I have always wanted to change the way my students see the world. I also want them to change their world--and mine--by finding their own voices, by articulating in an active way their experience with the experience of others.

--Alice Reich, 1983

Education can mean many things to people. Often it is conceived instrumentally, as a means of achieving some specific end such as adulthood, citizenship, a better job, or improved social status. Sometimes education is viewed as an end in itself to be pursued for its intrinsic value, as a way of knowing and understanding the world. Most people perceive education occurring in a tangible fashion within formally designated institutions devised to serve student learners. The quality and kind of interaction that transpires between teachers and students often defines the essence of education within these schools and colleges. Consequently, the pivotal role our faculty play in determining the character and content of learning must be acknowledged and their capacities to grow personally and professionally must be nurtured. For teachers are learners, too, and as learners, they should be encouraged to find "their own voices" and to articulate "in an active way their experience with the experience of others," as Alice Reich indicated.

Since 1982 the Office of Academic Affairs has made a concerted effort to create a comprehensive Professional Support Program for all full-time and adjunct faculty members and academic affairs professional staff of Reading Area Community College. The Professional Support Program is founded on the conviction that our faculty and staff represent

a vital human resource that should be actively supported and systematically renewed--a conviction solidly grounded on the ideal of life-long, self-directed learning. The chief purpose of this program is to provide a supportive climate within which faculty and staff may enrich their personal and professional capacities to teach our students effectively.

The Professional Support Committee (PSC), composed of five faculty and four administrative staff members, was created in April, 1983, to provide a representative forum for considered discussion of all aspects of the RACC Professional Support Program. (See Figure 1 on page 4 for an organizational representation of this committee's relationship to other College committees.) Current members of the Professional Support Committee include: Kathryn Brailer, Dean of Planning, Research, and Development; John Devere, Coordinator of the Industrial Laboratory Technician Program, presently representing Ronald Hertzog, Associate Professor of Mathematics, who is on sabbatical; Sandra Kern, Assistant Professor of Secretarial Science; David Lawrence, Director of the Learning Resources Center; Neal Norris, Coordinator of Curriculum Development; Judith Schum, Assistant Professor of Humanities; Linda Waterbury, Associate Professor of Health Services; and Gene Wilkins, Vice President of Academic Affairs.

The primary purpose of the Professional Support Committee is to enrich the capacities of the academic faculty and professional staff to create high quality, future-oriented educational programs that include significant learning opportunities for our students.

To achieve this purpose, the Committee assists in the formulation of policies and procedures related to the planning, development, initiation, and evaluation of activities in the following four professional

support service areas: (1) Curricular Services, (2) Instructional Services, (3) Professional Development Services, and (4) Program Development Services.

Committee members have, for example, assisted in the planning and development of the Professional Support Center (PSC), the Instructional Media Production Laboratory (IMPL), and the Instructional Technology Laboratory (ITL). They have also devised a comprehensive Faculty Development Project Procedures Packet, developed a set of Professional Development Award Request procedures and evaluative criteria, and determined both Faculty and Professional Project Awards.

In addition to the pivotal leadership provided by members of the Professional Support Committee, three Academic Affairs staff members serve as Program Staff. These three staff members are Neal Norris, Coordinator of Curriculum Development, Randall Bjorken, Media Production Specialist, and Lois Weinhold, Curriculum Enrichment Activity Secretary.

This Guidebook was created to provide a written framework within which to understand the characteristic features of the Reading Area Community College Professional Support Program and its supporting human and financial resources. As such it is a key program document which, if used in combination with the Personalized Professional Development Plan, should assist faculty and staff members in using program services and facilities as an effective means of enhancing their curricula, instruction, programs, and professional growth.

ORGANIZATIONAL CHART OF THE RACC PROFESSIONAL SUPPORT PROGRAM

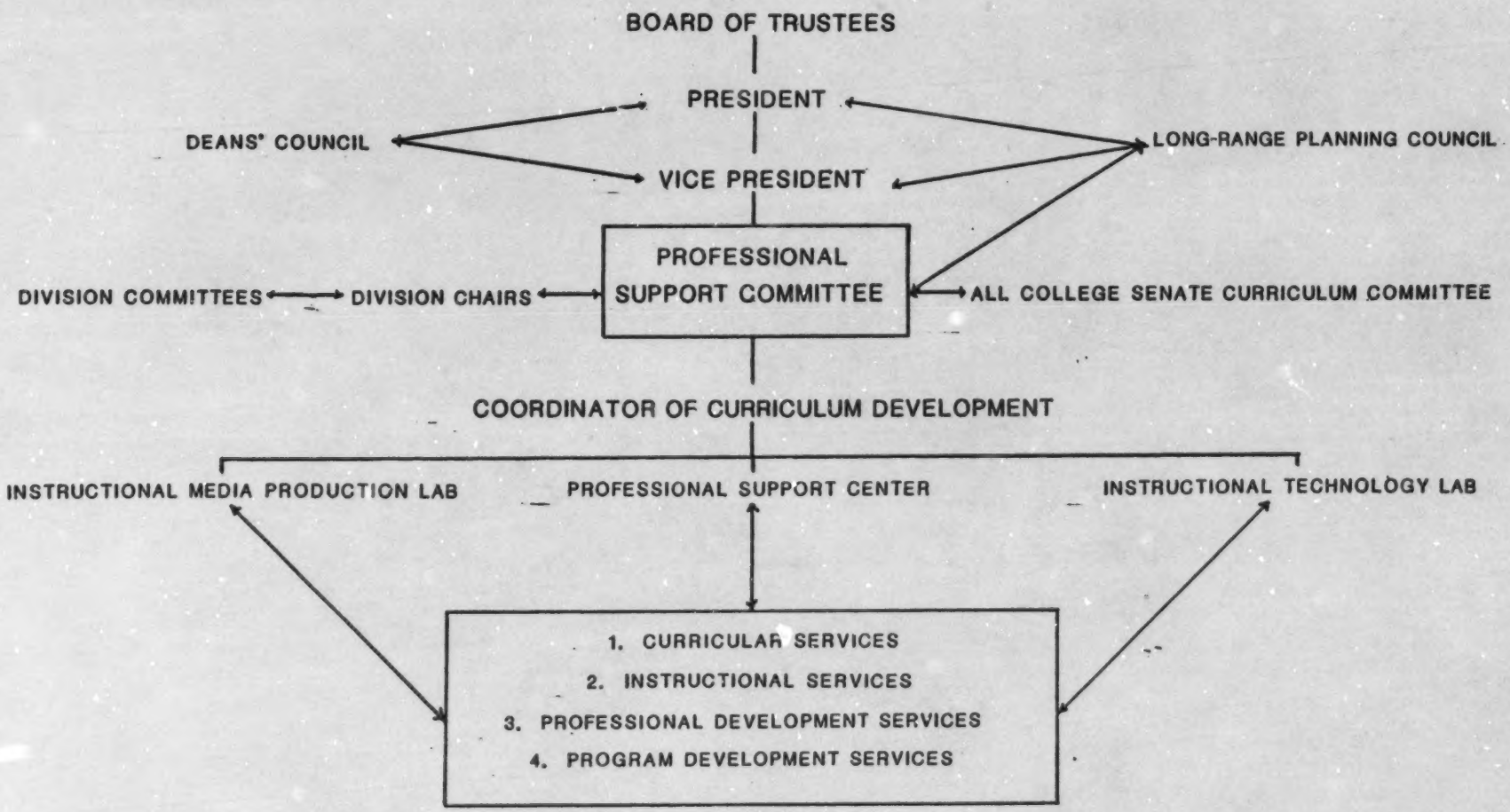

Figure 1

SECTION B: PRIMARY SUPPORT FACILITIES

An Instructional Media Production Laboratory, an Instructional Technology Laboratory and a Professional Support Center were established to provide physical settings for Professional Support Program services and activities. These facilities are described in greater detail below.

1. Instructional Media Production Laboratory (IMPL)

The Instructional Media Lab was created in 1983 as part of the Title III Curriculum Enrichment Activity. Lab services are provided by the Instructional Media Production Specialist who operates the lab. The Media Specialist is responsible for providing a wide range of direct instructional support services for the College faculty. These include transparency preparation, dry mounting, photography, audio and video production, graphic design, mimeography, computer aided instruction, and computer interactive video learning modules.

The Media Specialist also collaborates with individual faculty to address concerns related to instructional delivery. Such collaboration often results in classroom presentations incorporating custom designed transparencies, slides, photographs, audio-visual shows, or computer assisted instructional modules.

The Instructional Media Production Lab, located in Room 227, is open weekdays from 8:30 a.m. to 4:30 p.m.

2. Instructional Technology Laboratory (ITL)

This lab offers an electronic learning environment for students and faculty. Eight Apple IIe microcomputers are networked with a Corvus

Hard Disk System and Chatsworth Optical Scanning machinery to provide an elaborate array of sophisticated learning and assessment opportunities in all content areas. Located in Room 218, this Lab is accessible only from the Learning Resource Center (LRC). Lab hours correspond to those posted for the LRC: Mondays through Thursdays, 8:00 a.m. to 9:00 p.m., and Fridays, 8:00 a.m. to 5:00 p.m.

3. The Professional Support Center (PSC)

In many ways the Professional Support Center (PSC) is the "hub" of the RACC Professional Support Program. Located in Room 220, adjacent to the Learning Resource Center, the PSC serves as a creative space in which faculty and staff members may plan instruction, devise new curricula, preview publication and courseware catalogues, learn about specific professional development opportunities, or discuss issues of educational concern. The Professional Support Center, which opened in October, 1983, houses a broad range of professional resources, including books, journals, article files, publication and courseware catalogues, curricular and instructional materials, upcoming professional development opportunities, graduate educational and job opportunities, and fellowship opportunities. Center hours also correspond to those of the Learning Resource Center.

SECTION C: BASIC SUPPORT SERVICE AREAS

The Coordinator of Curriculum Development, in collaboration with the Professional Support Committee and other appropriate personnel, provides skilled professional assistance in each of the four basic support service areas: curriculum, instruction, professional development, and

program development. (These services are described below and summarized in Figure 2 on pages 10 and 11.)

1. Curricular Services

Faculty may request assistance in the areas of curricular research, planning, development, and evaluation. Funded Faculty Development Projects often serve as an effective means of curricular enrichment. Direct consultation with individual faculty members regarding specific areas of concern or need provides another important avenue for communication and growth.

2. Instructional Services

Professional assistance in the revision and improvement of existing instructional materials and strategies is provided by the Instructional Media Production Specialist and the Coordinator of Curriculum Development. This assistance may include preparation of new instructional materials, identification of teaching and learning styles, and use of alternate means of instructional delivery. Classroom observation and follow-up discussion sessions are also available to interested faculty.

3. Professional Development Services

The Professional Support Committee has devoted much of its energy to this support service area. Organized opportunities for professional growth have been created at three interrelated activity levels: faculty-wide, divisional, and individual. All College Day activities and periodic Professional Development Institutes serve as a locus of faculty-wide professional development opportunities.

Divisional and individual approaches to professional development have also been devised. Internal Faculty Training Seminars have generated new interest in teaching and learning among involved faculty. The Professional Support Committee has also initiated a series of Professional Development Awards to assist individuals and divisions in their efforts to remain at the cutting edge of their content areas. These awards provide financial assistance to participate in local, regional and national conferences and workshops. They also assist faculty who wish to visit sister community and junior colleges to obtain a working conception of exemplary program options that could be introduced into the Reading Area Community College curriculum. Financial support of faculty participation in the regional Delaware Valley Faculty Exchange (DVFEX) at the University of Pennsylvania in Philadelphia has prompted significant attendance at Exchange workshops in both the sciences and humanities.

Individual growth is nurtured in many ways as the latest fellowship, graduate educational, and career-related opportunities are posted in the Professional Support Center. Faculty members often pursue these opportunities to fulfill personal needs or satisfy professional requirements for continued certification and licensure. The Curriculum Enrichment Office serves as a clearinghouse for professional development opportunities and routes pertinent information (e.g., audio-tapes, article reprints, brochures, and preview texts) to appropriate academic faculty and professional staff.

Two exciting new approaches to individual growth have also been developed as part of the Professional Support Program. A luncheon video series has been initiated as an additional means of providing individual faculty development opportunities. A different series is shown each

academic term in one of the conference rooms. Four series have been created around the topics of human development, the evolution of ideas, women's issues, and computers in education. A comprehensive Personalized Professional Development Plan, devised by the Professional Support Committee, provides a second unique approach to individual growth. (See Section D below for a specific description of this Plan.).

Synergy, a quarterly professional development newsletter has been created to provide a faculty-wide forum for communicating information, sharing ideas, and stimulating thought about professional support activities and fundamental educational concerns. Though the Coordinator of Curriculum Development serves as general editor, all academic faculty and staff members are encouraged to participate actively in the creation of each newsletter issue by serving as authors, copy readers, column writers, and news providers.

The Reading Area Community College Professional Support Program has also initiated a local collaborative effort. Representatives from the four area college faculties--Albright, Alvernia, Penn State, and RACC--have created the Greater Reading Area Faculty Forum (GRAFF). This group conducts monthly meetings to explore ways of creating a stronger sense of academic community and collaborative growth among the four faculties.

4. Program Development Services

Program Development Services are provided in several ways. Each year, a number of faculty-initiated curricular, programmatic, and research development ideas are funded by the Professional Support Committee in the form of Faculty Development Project Awards. These projects have provided new initiatives in such areas as accounting; developmental

READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

BASIC SUPPORT PROCESS AREAS

CHARACTERISTIC FEATURES	INSTRUCTIONAL SERVICES	CURRICULAR SERVICES	PROFESSIONAL DEVELOPMENT SERVICES	PROGRAM DEVELOPMENT SERVICES
Chief Support Facilities	Instructional Media Production Lab Instructional Technology Lab	Instructional Technology Lab Professional Support Center	Instructional Technology Lab Professional Support Center	Professional Support Center
Basic Service Delivery Options	Instructional Development - Audio Recording - CAI Assistance - Ditto Duplication - Dry Mounting - Photography - Charts - Graphs - Video Recording - Transparencies - Graphic Design Individual Faculty Consultation Faculty Development Projects	Curricular Development Individual Faculty Consultation Faculty Development Projects	Synergy (quarterly newsletter) Delaware Valley Faculty Exchange Fellowship Opportunities Graduate Educational Opportunities Career Opportunities External Conferences Internal Workshops - Faculty Training Seminars - Professional Development Institutes Personalized Professional Development Plan Greater Reading Area Faculty Forum (GRAFF)	Faculty Development Projects Divisional Program Review and Improvement Program Planning Five Year Program Study Group
	Instructional Planning Instructional Evaluation	Curricular Planning Curricular Evaluation		Program Evaluation

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READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

(Continued)

BASIC SUPPORT PROCESS AREAS

CHARACTERISTIC FEATURES	INSTRUCTIONAL SERVICES	CURRICULAR SERVICES	PROFESSIONAL DEVELOPMENT SERVICES	PROGRAM DEVELOPMENT SERVICES
Basic Service Delivery Options			Professional Development Awards Audio-Tapes Handouts Readings Faculty Luncheon Film Series --- Colloquia Externships Internships Symposia Teleconferences Visiting Lectureships	
Anticipated Products	Handouts Quizzes Tests CAI Software Audio-Cassettes Video-Cassettes Wall Charts Transparencies Photographs Dry-Mounted Materials	Curricular Guides Instructor's Guidebooks Syllabi Programs of Study Planning Guides Position Papers Evaluation Reports Technical Reports Planning Reports Basic Skills Program Review Basic Skills Integration Plans	Directory of Professional Resources Conference Materials Packets	Faculty Development Project Reports Program Planning Reports Program Evaluation Reports

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reading, writing, and mathematics; instructional applications of television and computers; robotics; older adult programming; third reader writing assessment; and action research on composition practice. Divisional Program Review and Improvement Teams have also been organized to improve existing programs and identify new program needs. Related college-wide program study groups and planning committees provide additional information concerning emerging program options. Professional assistance is also available to individual faculty members involved in various phases of program planning, development, initiation, and evaluation.

SECTION D: THE PERSONALIZED PROFESSIONAL DEVELOPMENT PLAN

The Personalized Professional Development Plan was created by the Professional Support Committee to provide an individual means of enriching personal and professional capacities to teach students effectively. The Plan contains four parts: a professional profile, an academic profile, a professional development worksheet, and a personalized activity plan. It assists faculty in assessing previous accomplishments, determining current interests and needs, and achieving future aspirations.

Use of the Plan is voluntary and accomplishment of Plan goals and activities remains separate from general evaluation and tenure processes. Faculty may continue using the traditional Self-Evaluation or may adopt the Plan as an alternate way of growing. Participants consider divisional and institutional goals in their thinking and link individual Plan goals to these as appropriate. The College attempts, through Professional Support Program funds and use of contractually related reimbursements, to provide adequate support to accomplish mutually agreed

upon professional development goals and objectives to the extent possible within existing financial conditions.

Access to completed Plans is strictly limited. College copies are securely locked in the Academic Affairs files in Room 325. Once the initial Plan has been created, brief, confidential semi-annual review meetings are scheduled to discuss revisions and update activities in light of developing opportunities. When used appropriately in confidential consultation with the Vice President of Academic Affairs, the Coordinator of Curriculum Development or the division chairperson, the Plan can serve as an effective way of organizing and planning life-long learning.

Few such personalized approaches to professional development exist currently within the higher educational community. As such, the Personalized Professional Development Plan represents a significant departure from traditional avenues of faculty development, the potential benefits of which appear very promising.

SECTION E: FINANCIAL RESOURCE SUPPORT

Most of the financial resources supporting the daily activities and personnel of the Professional Support Program are currently provided through the Curriculum Enrichment Activity of the federally funded Strengthening Institutions Project (Title III). These monies are used to fund a broad range of activities, including Professional Development Awards, Faculty Development Projects, Faculty Training Seminars, Professional Development Institutes, travel to exemplary sister institutions, the publication of Synergy, the program's quarterly newsletter, and the three program staff. The College has also contributed equipment, com-

puters, reference materials, and human resources to support the development of the teaching-learning process.

Six professional growth opportunities are contractually provided by Reading Area Community College. Institutional funds support professional leaves of absence, Educational Assistance Loans (EAL), tuition and fee waivers, payment of professional dues, released time opportunities, and professional travel. (These professional development opportunities are outlined below and summarized in Figure 3 on page 18.)

1. Professional Leaves of Absence

Reading Area Community College recognizes the value of absence from normal duties to pursue continued professional improvement and provides professional leaves of absence for a variety of purposes.

Sabbatical Leave with pay may be obtained to pursue several means of professional improvement, including study, work on publications or research, study-related travel, or other professional activities such as meetings, conferences, on-site visits, or workshops.

To qualify for a Sabbatical Leave of Absence, a faculty member must have completed five (5) years of continuous full-time service at RACC since beginning service or seven (7) continuous years since the last Sabbatical Leave was granted. Any approved leave of absence during this period is considered full-time service.

Eligible candidates should apply between October 15 and December 1 of the year preceding the intended leave. Applicants will be notified by February 1 of the following year of the action taken on their proposal. The proposal should be routed through the Division Chairperson to the Vice President of Academic Affairs and President.

2. Educational Assistance Loans (EAL)

Each year, the College also provides funds to be used as faculty loans. These monies may be used to (1) improve professional competence or (2) enhance the quality of services provided. Such study must be directly related to faculty responsibilities or content area specialties and be taken at an accredited post-secondary educational institution. Interested faculty and staff should contact the Office of Personnel Services in Room 312 concerning eligibility and receipt of these loans.

Loans made are retired at the rate of one-sixth (1/6) the amount for each term the faculty member is employed by the College on a full-time basis beginning the next full term immediately following successful completion of each course. In one calendar year retirement of the loan shall be at the indebtedness for each three (3) months the faculty member remains at the college on a regular full-time basis beginning with the next three (3) year period immediately following successful completion of each course. Faculty leaving the college before full repayment of the loan must pay the remaining amount in a lump sum or over time at six (6) percent per annum.

Beginning on or after July 1 of the second year of regular full-time employment, each faculty member shall receive the tuition for one course or $225 per year, whichever is less. Additionally, monies remaining in the fund at the end of each fiscal year shall be distributed on an equitable basis to each faculty member taking courses up to the amount of tuition paid. Reimbursement will be made upon presentation to the Business Office of an approved application, original tuition receipt or invoice, and a grade report showing successful completion of the course(s)

3. Tuition and Fee Waivers

Courses may be taken at RACC at no cost to full-time faculty or staff for purposes of enrichment, acquiring new or fresh skills, degrees or employment. These courses may be taken at times other than during the regular work schedule. This schedule, however, may be altered to meet the course schedule for one course per term, where possible.

Spouses and legal dependents may also take courses on a full-time or part-time basis, tuition free; however, all required fees will be paid by the employee.

4. Payment of Professional Dues

At this time, only full-time faculty members of the College are eligible for this growth opportunity. Those full-time members of the faculty who have not been granted a tuition loan for a particular year may receive up to $100 from the College for the payment of dues to a professional organization or organizations for that year. (Bargaining Unit dues are excluded.)

5. Released Time Opportunities

Since RACC is a teaching institution, faculty members may at times need additional relief from regular teaching duties to pursue other professional activities and projects which will assist the improvement of the teaching-learning process. Released time was created for this purpose and may also be required or authorized to provide time for participation in: (1) in-service training, (2) course or curriculum revisions or development, (3) institutional research, or (4) sponsorship of an extra-curricular activity.

Faculty desiring released time should submit their requests and supporting documentation through the Division Chairperson, to the Vice-President. Requests should be made far enough in advance to allow appropriate time for considered action.

Faculty involved in released time may also need additional assistance or support in the form of consultants, materials, or inservice activities. These requests, where possible, should be attached to the basic request. Professional Support Committee and Learning Resource personnel will be glad to furnish additional instructional development and design or bibliographic support as appropriate.

6. Reimbursement for Travel

All full-time and adjunct faculty and professional staff may request travel and per diem monies to attend professional meetings. Those gaining approval must make arrangements for their classes and will be paid for all reimbursable expenses.

A Professional Development Award Request Form should be completed and sent to the Professional Support Committee for consideration. Reports on the travel should be completed where indicated and returned with vouchers to receive reimbursement.

Figure 3

RACC PROFESSIONAL SUPPORT PROGRAM
CONTRACTUALLY RELATED SUPPORTING FINANCIAL RESOURCES

Unit	Professional Leaves	Educational Assistance Loans	Tuition and Fee Waiver	Released Time Opportunities	Professional Dues Payment	Reimbursement for Travel
Faculty[1]	XV,A,12	XV,B,2	XV,B,1	III,D	XV,B,2,c	XVII
Paraprofessional and Coordinator[2]	XI,A,12	XI,B,2	XI,B,1	None	None	XII
Exempt Staff[3]	827.010,A, 11	827.010,B, 1,a,b,d-i	827.010,B,1, c	None	None	827.010,C

Please refer to appropriate sections of these documents for specific descriptions.

1 1982-1985 Collective Bargaining Agreement, Local 3173, Pennsylvania Federation of Teachers

2 1982-1985 Collective Bargaining Agreement, Paraprofessional and Coordinator Unit

3 Personnel Policies for Exempt Staff, June, 1984; and Regulations to Personnel Policies for Exempt Staff, June,1984

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